

## Hollis Academy

200 Goodrich Street  
Greenville, South Carolina 29611

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	518 Students	
<b>Principal</b>	Miki Golden	864-355-4800
<b>Superintendent</b>	Phinnize J. Fisher, Ed.D.	864-241-3456
<b>Board Chair</b>	Charles J. Saylor	864-322-9053

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	34	46	13

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Unsatisfactory	Below Average	No
<b>2005</b>	Below Average	Good	Yes

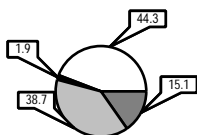
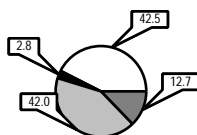
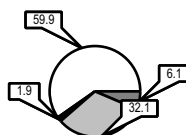
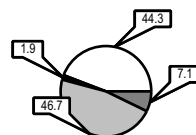
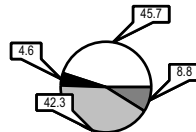
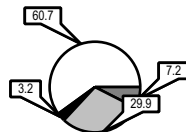
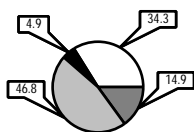
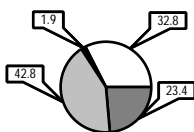
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	245	99.6	44.1	38.9	15.2	1.9	25.1	Yes	Yes
<b>Gender</b>									
Male	123	100.0	53.3	35.2	11.4	0.0	17.1		
Female	122	99.2	34.9	42.5	18.9	3.8	33.0		
<b>Racial/Ethnic Group</b>									
White	19	100.0	43.8	18.8	37.5	0.0	37.5	I/S	I/S
African American	183	100.0	43.4	41.0	13.3	2.4	24.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	97.4	45.8	45.8	8.3	0.0	16.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	202	99.5	37.0	42.8	17.9	2.3	30.1		
Disabled	43	100.0	76.3	21.1	2.6	0.0	2.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	245	99.6	44.1	38.9	15.2	1.9	25.1		
<b>English Proficiency</b>									
Limited English Proficient	28	96.4	61.1	38.9	0.0	0.0	5.6	I/S	I/S
Non-Limited English Proficient	217	100.0	42.5	38.9	16.6	2.1	26.9		
<b>Socio-Economic Status</b>									
Subsidized meals	231	99.6	44.7	38.2	15.1	2.0	25.1	Yes	Yes
Full-pay meals	13	100.0	33.3	50.0	16.7	0.0	25.0		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	245	100.0	42.5	42.0	12.7	2.8	27.8	Yes	Yes
<b>Gender</b>									
Male	123	100.0	49.5	37.1	11.4	1.9	22.9		
Female	122	100.0	35.5	46.7	14.0	3.7	32.7		
<b>Racial/Ethnic Group</b>									
White	19	100.0	12.5	50.0	25.0	12.5	50.0	I/S	I/S
African American	183	100.0	45.8	40.4	11.4	2.4	25.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	44.0	48.0	8.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	202	100.0	33.9	48.3	14.4	3.4	32.2		
Disabled	43	100.0	81.6	13.2	5.3	0.0	7.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	245	100.0	42.5	42.0	12.7	2.8	27.8		
<b>English Proficiency</b>									
Limited English Proficient	28	100.0	57.9	42.1	0.0	0.0	5.3	I/S	I/S
Non-Limited English Proficient	217	100.0	40.9	42.0	14.0	3.1	30.1		
<b>Socio-Economic Status</b>									
Subsidized meals	231	100.0	42.0	41.5	13.5	3.0	29.0	Yes	Yes
Full-pay meals	13	100.0	50.0	50.0	0.0	0.0	8.3		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	245	100.0	59.9	32.1	6.1	1.9	8.0
<b>Gender</b>							
Male	123	100.0	67.6	25.7	4.8	1.9	6.7
Female	122	100.0	52.3	38.3	7.5	1.9	9.3
<b>Racial/Ethnic Group</b>							
White	19	100.0	37.5	37.5	25.0	0.0	25.0
African American	183	100.0	61.4	30.7	5.4	2.4	7.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	68.0	32.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	202	100.0	52.3	37.9	7.5	2.3	9.8
Disabled	43	100.0	94.7	5.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	245	100.0	59.9	32.1	6.1	1.9	8.0
<b>English Proficiency</b>							
Limited English Proficient	28	100.0	78.9	21.1	0.0	0.0	0.0
Non-Limited English Proficient	217	100.0	58.0	33.2	6.7	2.1	8.8
<b>Socio-Economic Status</b>							
Subsidized meals	231	100.0	60.0	32.0	6.5	1.5	8.0
Full-pay meals	13	100.0	58.3	33.3	0.0	8.3	8.3

<b>Social Studies</b>							
All Students	245	100.0	44.3	46.7	7.1	1.9	9.0
<b>Gender</b>							
Male	123	100.0	45.7	48.6	3.8	1.9	5.7
Female	122	100.0	43.0	44.9	10.3	1.9	12.1
<b>Racial/Ethnic Group</b>							
White	19	100.0	37.5	37.5	12.5	12.5	25.0
African American	183	100.0	44.6	47.0	7.2	1.2	8.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	56.0	44.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	202	100.0	40.8	48.3	8.6	2.3	10.9
Disabled	43	100.0	60.5	39.5	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	245	100.0	44.3	46.7	7.1	1.9	9.0
<b>English Proficiency</b>							
Limited English Proficient	28	100.0	68.4	31.6	0.0	0.0	0.0
Non-Limited English Proficient	217	100.0	42.0	48.2	7.8	2.1	9.8
<b>Socio-Economic Status</b>							
Subsidized meals	231	100.0	46.0	45.0	7.0	2.0	9.0
Full-pay meals	13	100.0	16.7	75.0	8.3	0.0	8.3

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	115	98.3	45.7	31.4	18.1	4.8	22.9
	4	135	99.3	56.9	34.1	8.9	N/A	8.9
	5	121	95.9	57.9	37.4	2.8	1.9	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	76	100.0	29.7	39.1	25.0	6.3	31.3
	4	74	100.0	38.7	41.9	19.4	0.0	19.4
	5	95	99.0	58.8	36.5	4.7	0.0	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	115	99.1	47.2	46.2	6.6	N/A	6.6
	4	135	100.0	63.7	33.1	2.4	0.8	3.2
	5	121	100.0	67.0	28.6	3.6	0.9	4.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	76	100.0	28.1	56.3	10.9	4.7	15.6
	4	74	100.0	32.3	37.1	25.8	4.8	30.6
	5	95	100.0	60.5	34.9	4.7	0.0	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	76	100.0	67.2	23.4	9.4	0.0	9.4
	4	74	100.0	41.9	46.8	8.1	3.2	11.3
	5	95	100.0	67.4	27.9	2.3	2.3	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	76	100.0	37.5	51.6	7.8	3.1	10.9
	4	74	100.0	33.9	51.6	12.9	1.6	14.5
	5	95	100.0	57.0	39.5	2.3	1.2	3.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 518)</b>				
First graders who attended full-day kindergarten	97.0%	Up from 51.2%	100.0%	100.0%
Retention rate	3.0%	Up from 1.3%	3.9%	3.0%
Attendance rate	96.0%	Up from 95.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.8%	Up from 8.0%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%	Up from 6.5%	5.9%	3.2%
Eligible for gifted and talented	1.2%	Down from 2.2%	4.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.9%	Up from 6.6%	8.1%	8.2%
Older than usual for grade	0.8%	Down from 1.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.7%	0.0%	0.0%
<b>Teachers (n= 45)</b>				
Teachers with advanced degrees	42.2%	Up from 34.5%	51.2%	52.6%
Continuing contract teachers	66.7%	Down from 83.6%	77.4%	83.3%
Highly qualified teachers	100.0%	No change	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.2%	3.0%	0.0%
Teachers returning from previous year	79.9%	Down from 84.7%	82.9%	87.0%
Teacher attendance rate	94.1%	Down from 94.9%	94.9%	95.0%
Average teacher salary	\$37,514	Up 4.8%	\$40,404	\$41,703
Prof. development days/teacher	25.4 days	Up from 13.9 days	13.8 days	12.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 16.6 to 1	16.4 to 1	18.8 to 1
Prime instructional time	86.9%	Down from 88.4%	88.8%	89.8%
Dollars spent per pupil*	\$6,938	Up 0.8%	\$7,524	\$6,242
Percent of expenditures for teacher salaries*	63.5%	Down from 63.9%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hollis Academy of Year-Round Education serves a student population of approximately 590 students primarily from the surrounding community. Hollis Academy has established five significant goals focused on raising student achievement. These goals include (1) improving student test scores, (2) improving school climate, (3) creating and supporting positive partnerships between the school, home and business communities, (4) improving student attendance and (5) increasing opportunities for parental involvement.

Hollis Academy's administration and staff have worked diligently the past two years to revamp and improve the school's curriculum through a Comprehensive School Reform Grant. The provider, Modern Red Schoolhouse, has planned and executed intense staff development for teachers and instructional support staff in order to increase student achievement. The District Oversight Committee assigned to work with Hollis this year has assisted with monitoring, observing and participating in school-wide decisions, which affect student achievement. From ongoing collaboration, instructional approaches have been seamlessly implemented.

There have been several accomplishments and improvements, which include increased student attendance, implementation of curriculum programs that have resulted in an increase in student literacy and more opportunities for after-school support. Over 300 students are served in after-school programs. We have also formed additional partnerships with neighboring high schools that serve as mentors and tutors, Junior Achievement, churches, the Rotary, and the YMCA Judson Community Center. Parents are attending more school-wide programs and we have seen an increase in parent volunteers.

There are several programs and ways for parents to communicate with the school. For example, each teacher sends a weekly update, a school web page is kept up-to-date, and each nine weeks a newsletter is sent home. We also feature activities and events in the "City People" section of the Greenville News. Although we have improved in parent participation, more improvements can be accomplished. We continue to offer opportunities for parents to participate and look forward to continuing to build a strong relationship between the parents, teachers, students and community.

SIC Chair: Cecelia Anderson

Principal: Megan D. Mitchell

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	51	77	22
Percent satisfied with learning environment	80.4%	87.0%	66.7%
Percent satisfied with social and physical environment	90.2%	84.4%	76.2%
Percent satisfied with school-home relations	31.4%	88.2%	59.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.